ON LEARNING

Lifelong Learning Institute's 2005 Calendar Available

You can find the LLI Catalog, 2005 Schedule of Classes, and the quarterly Eye on Learning newsletter on DWITE, DWD's Intranet website. The calendars are in a user-friendly monthly format and are easy to view and print for reference. The catalog gives additional information such as course descriptions and registration procedures. If you do not have access to DWITE, this information can be found by accessing the DWD website at:

www.in.gov/dwd/education/lli.

When additional training opportunities are scheduled throughout the year, staff will be notified via email and given the class and registration information.

Remember! **CALL-TO-SCHEDULE** classes are available if you would like to bring a specific training class to your location. Contact Nyla Dawson (317) 232-7212 or Bob Hays (765) 962-8591, ext. 207, for this Lifelong Learning Institute service.

Check Out These Websites!

Public Speaking:
> http://www.ljlseminars.com
> http://www.gorin.com
> http://www.nsaspeaker.com
> http://www.speaking.com
> http://www.santcorp.com

Training Information:
> http://www.activetraining.com
> http://www.learnativity.com
> http://www.trainseek.com
> http://thiagi.com
> http://www.newsletterinfo.com
> http://www.businessballs.com

Presentation Skills:
> http://www.powerpointers.com
> http://presentations.com

Tips for Remembering Participant Names

Using participants' names is a critical behavior for facilitators - it helps in establishing rapport, and in demonstrating interest in the people attending your workshop.

Following is a list of methods used by trainers for memorizing participant names.

1) Have people make a tent card (even if they have to fold up a sheet of notebook paper or hotel memo pad paper) with their name, their job, and 2-4 items of personal info (hobbies, interests, etc.). This helps in memorizing their names and is viewed positively by other participants - they can now call each other by name. Also, you can connect the personal information they've written to seminar content pieces. This also helps in making personal connections to people during breaks and at lunch.
2) Make a seating chart showing the names of each person, then refer to it several times until you have the names memorized. Also, look from participant to participant, thinking of their names.
3) As you meet each person, make sure to hear the names clearly. Think about nothing else but the name, and say it out loud at least twice.
4) Use these 3 steps: (1) Hear the name clearly, (2) repeat it out loud and in your head, (3) create a participant list and check each name off as you meet the people.
5) Introduce yourself to every person who comes in the door, look him/her in the eyes and say his/her name back to them. Do your best to use their names within the first hour of the workshop.
6) On the first day, have people sit alphabetically by first name.

Common Symptoms of Burnout

No matter how much we love training, it can be a burnout occupation because it is often so intensive and demanding. To protect yourself and help ensure a long, happy career, check your own burnout potential by trying this brief assessment.

	Yes
1. Lack of enthusiasm and energy when training.	____
2. Avoidance of social contact with learners.	____
3. Exhaustion at end of instructional day.	____
4. Difficulty remembering learners' names.	____
5. Difficulty concentrating on learner comments.	____
6. Decreased smiling, less use of humor.	____
7. Faking interest or sincerity in learners.	____
8. Falling behind with administrative items.	____
9. Increased irritability.	____
10. Dreading getting out of bed in the morning.	____
11. Arriving at the last minute and leaving as soon as possible.	____
12. Speaking on "automatic."	____
13. Desire to spend less time in the classroom.	____
14. Boredom with course content and learners.	____
15. Lack of conviction regarding course content.	____

Checked 5 or less? Don't worry; it's normal daily grind. Checked more than 5? Try the suggestions below.

- Take a break from the training room – take on a new assignment that you've never done before.
- Assess priorities in both your professional and personal life – make adjustments to both to strike a better balance.
- Take a course yourself – become a learner for a while to revisit the learning experience from the other side.

Source: Langevin Learning Services

Now Available from the LLI Library

The New Normal…Thriving in the Age of the Individual, a new book, is now in the LLI Library. We purchased this book to assist with developing our leadership training. This book explains how to:

- Manage unconventional people by understanding why they behave as they do, and what to do about it

- Migrate toward a high-performing organization built around the individual, and foster an environment that attracts, motivates and retains the best and the brightest

- Tap your own natural weirdness and find your niche by integrating your abilities, interests, and market

DWD staff is encouraged to stop by the Lifelong Learning Institute Library and check out this book, as well as many other available titles.

English Vocabulary
(50¢ words for the quarter)

Autodidact - a self-taught person

Smarmy - marked by a smug, ingratiating, or false earnestness

Sesquipedalian - having many syllables, or characterized by the use of long words

Fusty - rigidly old-fashioned or reactionary

Fop - a man vain about his appearance, a dandy

Excruciating - causing great pain or anguish, very intense

Inordinate - exceeding reasonable limits

**50¢ words sent to Eye on Learning by Bruce Meyer

If the reader has any good 50¢ words, send them to Carol Radke.
(cradke@dwd.state.in.us)

New LLI Classes for 2005!

LMI ONLINE
For Business Customers, Economic Developers, and Researchers

Discover labor market information resources on the Internet. In this class the participant will explore a variety of websites useful in answering LMI questions for both our internal and external customers. LMI Online includes an expanded section on the U.S. Census Bureau LED (Local Employment Dynamics) website as well as the DWD INEWS and STATS Indiana websites.

BASIC TEST ADMINISTRATION

This one-day class covers basic information about the following topics: standardized administration, preparing test materials, testing environment, giving test instructions, answering examinees questions, general proctoring during a test, time limits and security. Trainees will practice giving tests to the group. Examples and materials are drawn from and will be applicable to various assessments used by DWD.
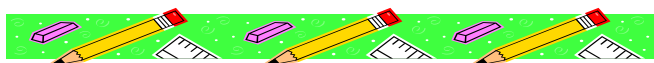
Tips for Remembering Participant Names
(continued from page 1)

7) Read information on memorization and retention techniques in any of the following books by Tony Buzan: "Using Both Sides of the Brain," "Use Your Head," and "Making the Most of Your Mind."
8) If you're a visual learner, as you meet people, look for something in the person's face that ties in to his/her name (e.g., a "J" in their jawline, a "T" for Tom where his eyebrows and nose meet, an "S" for Sara with the "S" pattern in her jacket).
9) Get your room set up at least 45 minutes before the program, so that you won't have to worry about logistics while people are entering the room. This will allow you to focus on learning and memorizing all of the participants' names.

Source: Franklin Covey, http://www.franklincovey.com

Understanding Spanish
Spanish in the United States

In 1565 Spanish conquerors and explorers established the settlement of Saint Augustine in what is now Florida. It was the first permanent European settlement in what is now the United States. In the 1600s and 1700s Spanish explorations and settlements extended the Spanish language north from Mexico into present-day Arizona, California, southern Colorado, New Mexico, and Texas. When the United States annexed these areas following the Mexican War (1846-1848), many of the region's Spanish-speaking inhabitants remained, creating a distinct linguistic and cultural population in the southwestern United States.

After the Spanish-American War (1898), the United States gained control over Cuba, Guam, the Philippines, and Puerto Rico. Many Spanish speakers from these countries moved to the United States. The immigrants primarily settled in neighborhoods in California, Florida, New York, and New Jersey, where they continued to use Spanish.

Immigration to the United States by Spanish speakers greatly increased during the 20th century. Many legal and illegal immigrants crossed the border between Mexico and the United States to work in agriculture and industry, and other immigrants fled political instability in Chile, Cuba, El Salvador, Guatemala, and Nicaragua. Also, many Latin American students came to North America to study at colleges and universities.

The presence of Spanish in American culture grew throughout the late 20th century. As more native Spanish speakers sent their children to school, elementary and high schools established bilingual classes. Television executives recognized the Spanish-speaking market and created television networks and shows in Spanish. The government printed forms and tests in Spanish. At the beginning of the 21st century more than 28 million people in the United States spoke Spanish as their primary language at home.

Source: "Spanish Language," Microsoft® Encarta® Online Encyclopedia 2004; http://encarta.msn.com © 1997-2004 Microsoft Corporation.

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PAIR SHARES

Continuing with our Pair Shares segment from the last newsletter – try some of these during your next training session:

Pair Share #10; "If your life depended upon remembering what you just heard, how would you explain it to your executioner? Tell the person sitting in front of you."

Pair Share #11: "Stand up, move around the room, and tell three other people three different things you remember about what you just learned."

Pair Share #12: "Write one word that captures the essence of what you have just learned. Now show your word to at least five other people in the room."

Source: Sharon Bowman, "Presenting with Pizzazz", 1997

Celebrate Learning!

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